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Final Reflection #3

**After viewing everyone’s ARP presentations, please discuss the relevance of Action Research to both the student and teacher and their families and how Action Research ties into the Mission Statement of the School of Education.**

According to The Glossary of Education Reform, “action research” is defined as a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently. Action research may also be applied to programs or educational techniques that are not necessarily experiencing any problems, but that educators simply want to learn more about and improve.  The Glossary of Education Reform also discusses “action research” as a *cycle of action* or *cycle of inquiry*, since it typically follows a predefined process that is repeated over time.  This cycle that is described is just what we are doing in our research project; identifying a problem, collecting data, analyzing, creating a plan and evaluating. Action research is not only benefitting the person doing the research, but the students and families too. The teacher, gets to use the data to help her students learn and work more efficiently and effectively. Most of our action research projects are to improve students scores across the disciplines, and finding ways to do that, whether through technology, music or movement. Action research benefits the teacher because the teacher is now informed of data that will change their lessons and maybe their routines throughout the day in the classroom. While the teacher is learning more about her students, the students are benefiting from a higher level of instruction, which will help the parents at home. Parents are concerned with the level of education that their children will receive and what their grades and scores are. If we can get the students to higher levels, and bring their grades and scores up, the parents and families will be happy and proud that their child is receiving the best education possible.

According to our class syllabus, the School of Education Mission Statement is as follows:

The School of Education at Brooklyn College prepares teachers, administrators, counselors and school psychologists to serve, lead and thrive in schools and agencies in this city and beyond. Through collaborative action, teaching and research, we develop our students’ capacities to create socially just, intellectually vital, aesthetically rich and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with Liberal Arts and Sciences faculties and in conjunction with local schools in order to provide our students with the opportunities to develop knowledge, proficiencies and understandings needed to work with New York City’s racially, ethnically, and linguistically diverse populations. We believe that teaching is an art that incorporates critical self-reflection, openness to new ideas, practices, and technologies which promote growth, and focuses on the individual learner’s needs. Our collective work is shaped by scholarship and is animated by a commitment to educate our students to the highest standards of professional competence.

Our action research projects directly tie into Brooklyn College’s mission statement. For example, “Through collaborative action, teaching and research, we develop our students’ capacities to create socially just, intellectually vital, aesthetically rich and compassionate communities that value equity and excellence, access and rigor.” Through my research, I am using technology to enhance education and reach each student in my classroom’s needs, individually. Another example, “We believe that teaching is an art that incorporates critical self-reflection, openness to new ideas, practices, and technologies which promote growth, and focuses on the individual learner’s needs.” This course requires us to self-reflect on the sample of students we are using, their work and our work in the classroom. Just by completing this project, I am becoming open to all these new ideas that I can now integrate into my classroom in the future. This project is allowing all of us to promote growth with out students and focus on their needs and how to enhance their learning experience.

References:

The Glossary of Education Reform. <http://edglossary.org/action-research/> (2015)

The School of Education Brooklyn College City University of New York. (n.d.). Conceptual

Framework. Retrieved from <http://schooled.brooklyn.cuny.edu/IR-CF.htm>